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Please find below and/or attached an Office communication concerning this application or proceeding.

The time period for reply, if any, is set in the attached communication.

Office Action Summary

Application No.

10/616,091

Applicant(s)

DAVIS, MARK

Examiner

TING ZHOU

Art Unit

2173

-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --
Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

- 1) ☒ Responsive to communication(s) filed on 21 July 2008.
- 2a) ☐ This action is **FINAL**. 2b) ☒ This action is non-final.
- 3) ☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

- 4) ☒ Claim(s) 1-7, 9-17, 19, 20 and 22-41 is/are pending in the application.
- 4a) Of the above claim(s) _____ is/are withdrawn from consideration.
- 5) ☐ Claim(s) _____ is/are allowed.
- 6) ☒ Claim(s) 1-7, 9-17, 19, 20 and 22-41 is/are rejected.
- 7) ☐ Claim(s) _____ is/are objected to.
- 8) ☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

- 9) ☐ The specification is objected to by the Examiner.
- 10) ☐ The drawing(s) filed on _____ is/are: a) ☐ accepted or b) ☐ objected to by the Examiner.
Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).
Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).
- 11) ☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

- 12) ☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).
- a) ☐ All b) ☐ Some * c) ☐ None of:
1. ☐ Certified copies of the priority documents have been received.
 2. ☐ Certified copies of the priority documents have been received in Application No. _____.
 3. ☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

* See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

- 1) ☒ Notice of References Cited (PTO-892)
- 2) ☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
- 3) ☒ Information Disclosure Statement(s) (PTO/SF/08)
Paper No(s)/Mail Date 07/21/08
- 4) ☐ Interview Summary (PTO-413)
Paper No(s)/Mail Date _____
- 5) ☐ Notice of Informal Patent Application
- 6) ☐ Other: _____

DETAILED ACTION

1. The Request for Continued Examination (RCE) filed on 21 July 2008 under 37 CFR 1.53(d) based on parent Application No. 10/616,091 is acceptable and a RCE has been established. An action on the RCE follows.
2. The amendments filed on 21 July 2008, submitted with the filing of the RCE have been received and entered. Claims 1-7, 9-17, 19-20 and 22-41 as amended are pending in the application.
3. The IDS filed on 21 July 2008 have been entered and considered.

Claim Rejections - 35 USC § 103

The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

(a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negated by the manner in which the invention was made.

4. Claims 1-7, 9-17 and 19-20 and 22-41 are rejected under 35 U.S.C. 103(a) as being unpatentable over Dyszel (Handspring Visor for Dummies) and Microsoft® Windows Version 5.1, copyright 2001 (hereinafter "Windows") (screenshots 1-13).

Referring to claim 1, Dyszel teaches a method of displaying calendar information comprising displaying a first weekly view graphical image on an effective display area of the

display screen (i.e. see Fig. 8-3) (Dyszel: page 121), said display screen including an active input area (active areas of the display in which users can make selections, such as the area displaying the “Done”, “Details”, etc. buttons, shown in Figure 1-3) (Dyszel: page 15); displaying a second weekly view graphical image on the display screen (as shown in Figure 8-3, week 36 is shown; however, the left and right arrow buttons can be selected to display a second, i.e. another week) (Dyszel: page 121), wherein the weekly view graphical image comprises days of the week and appointment icons therein (i.e. the columns represent the days of the week and bars in the columns represent appointment icons) (Dyszel: Fig. 8-3, page 121); visually highlighting appointment icons in response to user navigation input (i.e. by tapping on the interface) (Dyszel: page 122); in response to a user selection of a first highlighted appointment icon, automatically displaying a preview window comprising details of said first highlighted appointment icon on said display screen (i.e. see top of Fig. 8-4) (Dyszel: page 122), wherein said preview window is displayed simultaneously with said weekly view graphical image which remains user accessible while said preview window is open (i.e. see Fig. 8-4) (Dyszel: page 122). However, although Dyszel teaches removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: page 121), Dyszel fails to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open and collapsing the active area input for the display screen to enlarge an effective display area of the display screen. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel. In addition, Windows further teaches collapsing an active area input for a display screen to enlarge an effective display area of the display screen (the active input area, i.e. the selectable tool bars shown in Screenshot 9 can be collapsed via unselecting the

toolbars from the menu, as shown in Screenshots 10-11, in order to enlarge the effective display area of the display screen, i.e. providing the display area without the toolbars, as shown in Screenshot 12); and removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and the screen returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel and Windows before him at the time the invention was made, to modify the GUI displaying a first and second weekly view on a display that includes a display area and an input area, and removing of the preview window displaying the details of appointments icons of Dyszel to include the collapse of the input area in order to provide a larger display area, and the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a GUI that displays a second weekly view on an enlarged display area as a result of collapsing the input area, and removes the preview window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claim 22, Dyszel teaches a method of displaying calendar information comprising displaying a first monthly view graphical image on an effective area of the display screen (i.e. see Figure 8-5) (Dyszel page 123), the display screen including an active input area (active areas of the display in which users can make selections, such as the area displaying the

“Go to” buttons, shown in Figure 8-5) (Dyszal; page 123); displaying a second monthly view graphical image on the effective display area of the display screen (as shown in Figure 8-5, the month of “September” is shown; however, the left and right arrow buttons can be selected to display a second, i.e. another month) (Dyszal: bottom of page 123), wherein said monthly view graphical image comprises days of the month and appointment icons therein (see Fig. 8-5 with boxes in the day representing appointments in that day) (Dyszal: page 123); visually highlighting days in response to user navigation input (the 7th is highlighted, see Fig. 8-5) (Dyszal: page 123). Dyszal does not explicitly teach in response to a user selection of a first highlighted day, automatically displaying a preview window comprising details of appointments of said first highlighted day on said display screen, wherein said preview window is displayed simultaneously with said view graphical image which remains user accessible while said preview window is open and collapsing an active area input for a display screen to enlarge an effective display area of the display screen. However, it would have been obvious to one of ordinary skill in the art, having the teaching of Dyszal before him at the time the invention was made, to modify the weekly view graphical image with previews (Dyszal: pages 121- 122) as taught by Dyszal to include using previews in a monthly view. One would have been motivated to make such a combination in order to simultaneously preview a selected day in a calendar with a summary of appointments of that selected day (Dyszal: pages 122 and 123). Furthermore, although Dyszal teaches removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszal: page 121), Dyszal fails to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open, and collapsing the active input area of the display screen to enlarge the

effective display area of the display screen. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel. In addition, Windows further teaches collapsing an active area input for a display screen to enlarge an effective display area of the display screen (the active input area, i.e. the selectable tool bars shown in Screenshot 9 can be collapsed via unselecting the toolbars from the menu, as shown in Screenshots 10-11, in order to enlarge the effective display area of the display screen, i.e. providing the display area without the toolbars, as shown in Screenshot 12); and removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and the screen returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel and Windows before him at the time the invention was made, to modify the GUI displaying a first and second monthly view on a display that includes a display area and an input area, and removing of the preview window displaying the details of appointments icons of Dyszel to include the collapse of the input area in order to provide a larger display area, and the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a GUI that displays a second monthly view on an enlarged display area as a result of collapsing the input area, and removes the preview window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claim 6, Dyszel teaches a method of displaying calendar information comprising displaying a weekly view graphical image on a display screen (i.e. see Fig. 8-3) (Dyszel: page 121), wherein the weekly view graphical image comprises days of the week and appointment icons therein (i.e. the columns represent the days of the week and bars in the columns represent appointment icons, see Fig. 8-3) (page 121); visually highlighting appointment icons in response to user navigation input (i.e. by tapping on the interface) (Dyszel: page 122); in response to a user selection of a first highlighted appointment icon, automatically displaying a preview window comprising details of said first highlighted appointment icon on said display screen (i.e. see top of Fig. 8-4) (Dyszel: page 122), wherein said preview window is displayed simultaneously with said weekly view graphical image which remains user accessible while said preview window is open (i.e. see Fig. 8-4) (Dyszel: page 122). However, although Dyszel teaches removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: page 121) and a display mode that is substantially square in shape (i.e. Fig. 8-3 shows a square shape display) (Dyszel; page 121), Dyszel fails to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open and the display screen is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel. In addition, Windows further teaches the display screen is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape (Screenshots 5-6 show the transition/switch between a small display mode that is substantially square in shape, as shown in Screenshot 5, to a tall

display mode which is substantially rectangular in shape, as shown in Screenshot 6) and removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and the screen returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel and Windows before him at the time the invention was made, to modify the removal of the preview window displaying details of appointments icons of Dyszel to include the switch between a small display mode and a tall display mode, and the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a graphical user interface that is switchable between a small display mode and tall display mode, and removes the preview window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claim 27, Dyszel teaches a method of displaying calendar information comprising a display screen with a display mode that is substantially square in shape (i.e. Fig. 8-3 shows a square shape display) (Dyszel; page 121) and an active input area (active areas of the display in which users can make selections, such as the area displaying the "Go to" buttons, shown in Figure 8-5) (Dyszel; page 123); displaying a monthly view graphical image on an effective area of the display screen, wherein said monthly view graphical image comprises days

of the month and appointment icons therein (see Fig. 8-5 with boxes in the day representing appointments in that day) (Dyszel: page 123); visually highlighting days in response to user navigation input (the 7th is highlighted, see Fig. 8-5) (Dyszel: page 123). Dyszel does not explicitly teach in response to a user selection of a first highlighted day, automatically displaying a preview window comprising details of appointments of said first highlighted day on said display screen, wherein said preview window is displayed simultaneously with said view graphical image which remains user accessible while said preview window is open. However, it would have been obvious to one of ordinary skill in the art, having the teaching of Dyszel before him at the time the invention was made, to modify the weekly view graphical image with previews (Dyszel: pages 121- 122), as taught by Dyszel to include using previews in a monthly view. One would have been motivated to make such a combination in order to simultaneously preview a selected day in a calendar with a summary of appointments of that selected day (Dyszel: pages 122 and 123). Furthermore, although Dyszel teaches removal of a preview window (i.e. in Fig. 8-3, since there is no selected block, there is no preview window) (Dyszel: pages 121), Dyszel fails to explicitly teach removing the preview window in response to a user selection outside of the preview window while the preview window is open, collapsing an active input area for a display screen to enlarge an effective display area of the display screen, and the display screen being switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape. Windows teaches a graphical user interface (Screenshot 9) similar to that of Dyszel. In addition, Windows further teaches collapsing the active area input for the display screen to enlarge an effective display area of the display screen (the active input area, i.e. the selectable tool bars shown in Screenshot 9 can

be collapsed via unselecting the toolbars from the menu, as shown in Screenshots 10-11, in order to enlarge the effective display area of the display screen, i.e. providing the display area without the toolbars, as shown in Screenshot 12), the display screen being switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape (Screenshots 5-6 show the transition/switch between a small display mode that is substantially square in shape, as shown in Screenshot 5, to a tall display mode which is substantially rectangular in shape, as shown in Screenshot 6) and removing a window in response to user selection outside of the window while the window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is open as shown in Screenshot 13, the menu window automatically disappears and returns to the original display shown in Screenshot 9). It would have been obvious to one of ordinary skill in the art having the teachings of Dyszel and Windows before him at the time the invention was made, to modify the removal of the preview window displaying details of appointments icons of Dyszel to include the switch between a small display mode and a tall display mode and the removal of windows via selection outside of the window, as taught by Windows, in order to obtain a graphical user interface that is switchable between a small display mode and tall display mode, and removes the preview window in response to user selection outside of the preview window. One would have been motivated to make such a combination in order to display only information that are pertinent to the user/essential to the user's current focus of attention and/or working environment; this prevents the screen from being cluttered with non-critical information, thereby maximizing screen space usage.

Referring to claims 2 and 23, Dyszel, as modified, teach the user navigation is obtained from a 5-way navigation tool (the Windows GUI is controlled by a keyboard that comprises a 5-way navigation tool, i.e. left/right, up/down and "Enter" keys from the keyboard; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 3 and 24, Dyszel, as modified, teach the user selection is obtained from said 5-way navigation tool (the Windows GUI is controlled by a keyboard that comprises a 5-way navigation tool, i.e. left/right, up/down and "Enter" keys from the keyboard; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 4 and 25, Dyszel, as modified, teach the 5-way navigation tool comprises a selection button and four cursor directional buttons (the Windows GUI is controlled by a keyboard that comprises a 5-way navigation tool, i.e. left/right, up/down and "Enter" keys from the keyboard; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claim 5, Dyszel, as modified, teach the user input is obtained from tactile interaction with a digitizer of said display screen (i.e. the screen supports tactile interaction by tapping) (Dyszel: page15).

Referring to claim 7, Dyszel, as modified, teach in response to a user navigation to a second highlighted appointment icon, automatically updating said preview window to display details of said second highlighted appointment icon on said display screen (i.e. clicking on another bar will present information about the other bar) (Dyszel: page 121).

Referring to claim 9, Dyszel, as modified, teach removing the preview window in response to a user selection while the preview window is open (Screenshot 13 shows the display of a context menu window; when the user clicks outside the menu window when the window is

open as shown in Screenshot 13, the menu window automatically disappears and returns to the original display shown in Screenshot 9).

Referring to claims 10 and 20, Dyszel, as modified, teach highlighting days of the week (i.e. see Fig. 8-4 where 9/10 is selected, 'Dyszel) and highlighting appointments within a highlighted day (i.e. by clicking on a block representing an appointment) (Dyszel: Fig. 8-4), in response to left/right and up/down navigation, respectively (the left/right and up/down cursor keys are used for navigation throughout the Windows GUI; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 11, 15, 17 and 19, claims 11, 15, 17 and 19 differ from claim 1, 5, 7 and 9 only in that claims 11, 15, 17 and 19 are system type claims with memory (Dyszel: 208) and processor (Dyszel: page 13, line 4) on a bus where as claims 1, 5, 7 and 9 are method claims. Thus, claims 11, 15, 17 and 19 are analyzed as previously discussed with respect to claims 1, 5, 7 and 9 above.

Referring to claims 12, 13, 14, and 16, claims 12, 13, 14, and 16 differ from claim 2, 3, 4, and 6 only in that claims 12, 13, 14, and 16 are system type claims with memory (Dyszel: page 208) and processor (Dyszel: page 13, line 4) on a bus where as claims 2, 3, 4, and 6 are method claims. Thus, claims 12, 13, 14, and 16 are analyzed as previously discussed with respect to claims 2, 3, 4, and 6 above.

Referring to claim 26, Dyszel, as modified, teach the user input is obtained from tactile interaction with a digitizer of a said display screen (i.e. the screen supports tactile interaction by tapping) (Dyszel: page 15).

Referring to claim 28, Dyszel, as modified, teach in response to a user navigation to a second highlighted day, automatically updating said preview window to display details of appointments of said second highlighted day on said display screen (i.e. clicking on another bar will present information about the other bar) (Dyszel: page 121).

Referring to claim 29, Dyszel, as modified, teach displaying a full day view of said first highlighted day in response to a user selection provided said preview window is already open (i.e. tapping on a day in Month view will display the Day view for that day) (Dyszel: page 123).

Referring to claim 30, Dyszel, as modified, teach displaying a full day view of said second highlighted day in response to a user selection provided said preview window is already open (i.e. tapping on a day in Month view will display the Day view for that day) (Dyszel: page 123).

Referring to claims 31 and 41, Dyszel, as modified, teach highlighting days of the month across a common row (Dyszel: see Fig. 8-5 where the 7th is selected); and highlighting days of the month across a common column within-a highlighted day (i.e. by clicking on a block representing an appointment) (Dyszel: Fig. 8-4), in response to left/right and up/down navigation, respectively (the left/right and up/down cursor keys are used for navigation throughout the Windows GUI; an exemplary virtual keyboard is shown in Screenshot 4).

Referring to claims 32, 36, 38, 39, and 40, claims 32, 36, 38, 39, and 40 differ from claim 22, 26, 28, 29 and 30 only in that claims 32, 36, 38, 39, and 40 are system type claims with memory (Dyszel: page 208) and processor (Dyszel: page 13, line 4) on a bus where as claims 22, 26, 28, 29 and 30 are method claims. Thus, claims.32, 36, 38, 39, and 40 are analyzed as previously discussed with respect to claims 22; 26, 28, 29 and 30 above.

Referring to claims 33, 34, 35, and 37, claims 33, 34, 35, and 37 differ from claim 23, 24, 25, 27 only in that claims 33, 34, 35, and-37 are system type claims with memory (Dyszel: page 208) and processor (Dyszel: page 13, line 4) on a bus where as claims 23, 24, 25, 27 are method claims. Thus, claims 33, 34, 35, and 37 are analyzed as previously discussed with respect to claims 23, 24, 25, 27 above.

5. The prior art made of record on form PTO-892 and not relied upon is considered pertinent to applicant's disclosure. Applicant is required under 37 C.F.R. § 1.111(c) to consider these references fully when responding to this action. The documents cited therein teach a similar GUI that enlarges the display area via collapse of an active input area.

Response to Arguments

6. Applicant's arguments filed 07/21/2008 have been fully considered but they are not persuasive:

a. With respect to claim 1, the applicant argues that the combination of Dyszel and Windows fails to teach displaying a first weekly view graphical image on an effective display area of a display screen, the display screen including an active input area; collapsing the active input area for the display screen to enlarge the effective display area of the display screen; and displaying a second weekly view graphical image on the enlarged effective display area of the display screen. The examiner respectfully disagrees. Dyszel teaches the display of a first weekly view graphical image, as shown by

the display of Week 36 in Figure 8-3; furthermore, Dyszel teaches the use of the arrow buttons shown in Figure 8-3 to select a second week for display (for example, from the displayed first week of 36 shown in Figure 8-3, Week 35 or Week 37 can be displayed in response to the selection of the left and right arrow buttons respectively), as described on page 121 and bottom of page 123. In addition, Dyszel teaches the use of an active input area for the display screen ("The display area not only shows the text that you're working with, but also contains a number of active areas upon which you can tap your stylus to make something happen...", page 15). Although Dyszel does not explicitly teach that the displayed second week is displayed on the enlarged display area due to collapse of the active input area, Windows teaches an active input area on a display area of the display screen, as shown by the input area, i.e. the toolbar on "Document8" of Screenshot 9. The toolbar input area can be collapsed via unselecting the toolbars using the manner shown in Screenshots 10-11, resulting in the display of an enlarged effective display area for "Document8", as shown in Screenshot 12 (since the toolbar is not displayed in Screenshot 12, document 8's display area originally used for the display of the toolbar is now free to be used for displaying additional data). Therefore, combining Dyszel's teaching of a display comprising a display area displaying a first week view and a second week view and an input area to include Windows' teaching of the collapse of the input area in order to display more information results in the displaying of a first weekly view graphical image on an effective display area of a display screen, the display screen including an active input area and displaying additional information, such as a second weekly view graphical image on an enlarged effective display area of the display screen due to

collapse of the active input area. This combination provides advantages such as facilitating efficient usage of screen space. Therefore, the examiner respectfully maintains that the combination of Dyszel and Windows teaches the subject limitations.

b. Claims 11, 22 and 32, and the corresponding dependent claims recite features similar to those recited in claim 1, and therefore, the examiner respectfully refers to the response to arguments with respect to claim 1 above.

c. With respect to claim 6, the applicant argues that Windows fails to teach a display screen that is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape because Screenshots 5-6 of Windows merely shows the manipulation of a window that is depicted on the display screen, and that the display screen never changes size or shape and remains in a single display mode. The examiner respectfully disagrees. The examiner respectfully argues that the claim limitations recite the "display screen is switchable between a small display mode which is substantially square in shape and a tall display mode which is substantially rectangular in shape", and does not explicitly recite that the display screen itself is switched from being physically displayed substantially square in shape to being displayed substantially rectangular in shape, i.e. that there are two physical display screens, one physical having square dimensions and one screen having rectangular dimensions. Screenshot 5 shows the display screen being in a small display mode that is substantially square in shape, i.e. the window for the display of document 3

is displayed in a substantially square shape; Screenshot 6 shows the display screen being in a tall display mode that is substantially rectangular in shape, i.e. the window for the display of document 3 is displayed in a substantially rectangular shape. Furthermore, the instant invention teaches that the display area used changes from being square in shape to being rectangular in shape, as shown in Figures 2 and 4B; as shown from the cited figures of the instant application, the physical dimensions of the *screen* of the palm device itself does not change, rather, it is the dimensions of the display area used that changes (this is further described on page 16, lines 12-19 of the specification); similar to the disclosure in the applicant's specification, the display area of the window for "Document3" changes from having square dimensions shown in Screenshot 5 to having rectangular dimensions shown in Screenshot 6. Therefore, the examiner respectfully argues that Screenshots 5 and 6 show the display screen switching from a small display mode that provides the display window in a substantially square shape to a tall display mode that provides the display window in a substantially rectangular shape. In view of the above, the examiner respectfully maintains that the combination of 'Dyszel and Windows teaches the subject limitations.

d. Claims 16, 27 and 37, and the corresponding dependent claims recite features similar to those recited in claim 6, and therefore, the examiner respectfully refers to the response to arguments with respect to claim 6 above.

Conclusion

Any inquiry concerning this communication or earlier communications from the examiner should be directed to TING ZHOU whose telephone number is (571)272-4058. The examiner can normally be reached on Monday - Friday 9:00am - 6:00pm.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, Dennis Chow can be reached on (571) 272-7767. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see <http://pair-direct.uspto.gov>. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free). If you would like assistance from a USPTO Customer Service Representative or access to the automated information system, call 800-786-9199 (IN USA OR CANADA) or 571-272-1000.

TZ
/Ting Zhou/
Primary Examiner, Art Unit 2173